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ABSTRACT

Forms and results are provided from a needs assessment conducted by the Handicapped and Disadvantaged Project at Sauk Area Career Center to determine inservice needs and supportive services to teach special needs learners. A summary is first provided of interviews with 21 teachers at the Career Center regarding experiences with handicapped and disadvantaged students. This is followed by a summary of individual interview questions and compiled teacher responses to each question. The instrument sent to teachers from feeder schools to rate inservice topics is then provided. Findings from the 16 responding teachers are tabulated. An explanation of the needs assessment given to teachers from feeder schools is accompanied by two instruments administered to them to assess needs both for services for students at the Career Center and teacher inservice. Results of the second needs assessment are provided. A memo proposing staff needs for the Handicapped and Disadvantaged Program concludes the document. (YLB)

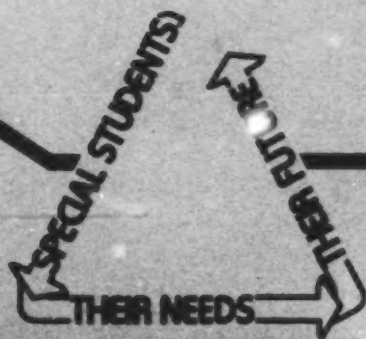
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NEEDS ASSESSMENT
SAMPLES

ED 206838

Technical Assistance and Dissemination System: Illinois Special Needs Populations

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NEEDS ASSESSMENT SAMPLES

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The Handicapped and Disadvantaged Project at the Sauk Area Career Center has made use of needs assessment for a variety of reasons.

Priority concerns for assessment were:

- (1) Inservice needs of staff.
- (2) Supportive services needed by staff to teach special needs learners.

The forms used are presented as follows:

- I. Special needs assessment through teacher interviews
Figures 1 and 2.
- II. Needs assessment of inservice topics from vocational staff
Figures 3 and 4.
- III. Special needs assessment (with results) from feeder school staff
Figures 4 and 5.
- IV. Needs assessment from vocational staff of preferred services
to students (Figure 6) and inservice choices (Figure 7)
- V. Needs assessment to determine projected enrollment of special
needs students (Figure 8)

FIGURE 1

SUMMARY OF SPECIAL NEEDS ASSESSMENT

HANDICAPPED & DISADVANTAGED PROGRAM

January 13, 1976

Twenty-one teachers of programs offered by the Career Center were interviewed by the project director and the team leader from December 12, 1975 to January 13, 1976.

The teachers responded to questions concerning their experiences with handicapped and disadvantaged students in their classes during the current year and in previous sessions. They were asked if the condition interfered with satisfactory performance by the student in their program and, if so, in what way it affected performance.

Methods already tried and possible future supportive services were elicited from those interviewed.

If it was thought that a program could be adapted to a handicapped student (e.g. blind, deaf, mildly retarded, severely retarded, or physically handicapped), this was noted in the assessment.

All of the teachers interviewed showed an interest in learning more about helping students with special needs if they received supportive services.

Specific remedial activities were noted as teachers cited skill areas most in need of strengthening for certain students.

Each teacher was asked to estimate the number of students in his/her program who might be referred for the February pilot project.

FIGURE 2
SUMMARY OF SPECIAL NEEDS ASSESSMENT
HANDICAPPED STUDENTS

1. Do you have (or have you previously had) handicapped students in your program? If so, name the type of involvement.

Previously

1 wheelchair student
1 Multiple Sclerosis

Now

1 identified LD
20 Mentally Retarded (MMI)
1 partially blind
2 physically handicapped
2 speech problems
6 deaf
1 partially blind

2. Did the handicap interfere with satisfactory performance by the student? Describe specific areas.

Teachers stated the following difficulties:

Slower to master skills (MMI student in Masonry)
Lack of awareness & interest in children (Blind student in Child Care)
Lack of acceptance by peers
Lack of mobility & strength to pass carpentry test
Unable to transcribe (deaf student in model office)
Poor reading skills to master written material

3. Were you able to help this student overcome the effect of the handicap in your program?

If yes, what help was necessary from you?

Responses

- (1) individual time
- (2) modification of materials
- (3) modification of curriculum
- (4) readjustment of goals
- (5) modification of tests

If no, what factors prohibited you from providing special help?

Responses

- (1) not enough time - most frequent response.
- (2) too many students - curtailed chances for individual help.
- (3) didn't have necessary equipment
- (4) was unsure as to how to help - voiced by several

4. Based on your experience thusfar, what additional services should be provided to assist the handicapped student?

The teachers mentioned the following services were needed to help the students:

- | | |
|--|--|
| 1. Basic math skills | 5. Indexing skills |
| 2. Following written & oral directions independently | 6. Eye - hand coordination |
| 3. Manual dexterity exercises | 7. Develop skills to fill out a job application form |
| 4. Vocabulary development related to their special program | 8. Provide tape or oral exam |

5. Based on your knowledge of the handicapped student, do you feel there are portions of your training program that could be adapted to a person who is:

- (a) blind
- (b) deaf
- (c) mildly retarded
- (d) severely retarded
- (e) physically handicapped

Every area was cited by teachers as "possible" to some program except the severely retarded.

6. Are you interested in learning more about handicapped individuals and how they might be able to function in your class?

All of the staff stated a willingness to learn more about handicapped students - especially with ample supportive services.

DISADVANTAGED

1. What portion of your class might be classified as disadvantaged according to established criteria?

Estimates ranged from 20% to 90%

2. Do you find students so classified can perform satisfactorily in your class?

Approximate % satisfactory - The range was estimated from 20% to 90% satisfactory among disadvantaged.

3. Do you think there are areas of your program that might be more beneficial to a disadvantaged student if special services were provided?

The majority said yes.

If yes, what special services might be needed?

The following were mentioned as areas where help would be appreciated:

- | | |
|---|-----------------------------|
| 1. Reading comprehension | 6. Tape tests & assignments |
| 2. Basic math | 7. Vocabulary development |
| 3. One to one instruction | 8. Coordination exercises |
| 4. Spelling help | 9. Proof-reading skills |
| 5. Provide in class help for
classroom activities in-
volving research skills | |

PILOT PROJECT

4. Are there students in your program that you would like to have participated in a pilot program for Handicapped and Disadvantaged Students? (To be described by interviewer).

How many? 51 plus small group activities involving 12 additional students. The total of 51 is for our projection as to what to anticipate for the next year. For our pilot program we will not be able to accommodate that many students.

FIGURE 3

TO: SACC Faculty
FROM: Cookie Batsche & Carolyn Stutrud
DATE: February 23, 1976
RE: Inservice for faculty in Room 11
February 26, 1976 at 9:20 a.m.

PLEASE RATE THE FOLLOWING SUGGESTED INSERVICE TOPICS SO WE CAN SCHEDULE ACTIVITIES THAT WILL NOT BORE YOU!

Rate each one as follows:

1. Never heard of so can't say
2. Never heard about but sounds interesting
3. Heard about but want to hear more

_____ Ways to modify materials and techniques for students who learn through either the auditory or the visual channel.

_____ Ways to identify a disadvantaged student enrolled in your program.

_____ Suggestions for helping students with inadequate writing, reading or math skills to succeed in your program.

_____ Supportive services available to SACC students from Special Needs Team.

_____ Ways to analyze student's strengths and/or weaknesses in order to more effectively meet their needs.

_____ Developing individualized learning packets for your program.

_____ Analyzing learning environments for students with special needs.

_____ Ways to alter inappropriate behavior in students presenting discipline problems.

_____ Programs geared toward developing a more positive attitude in students about themselves.

_____ Procedures to re-evaluate a student who finds himself in a program he does not appear to be able to handle even with supportive services.

_____ Developing audio-visual presentations to teach components of your training program.

FIGURE 4

TO: Cookie Batsche
FROM: Carolyn Stutrud
DATE: March 1, 1979

Eleven inservice choices were presented to SACC program instructors. They were asked to rate them as follows according to the responses indicated below:

1. Never heard of so can't say
2. Never heard about but sounds interesting
3. Heard about but want to hear more

The instructors returning the rating sheet (16 out of 22) indicated the following as "heard about but want to hear more":

1. Suggestions for helping students with inadequate writing, reading or math skills to succeed in your program.
2. Development individualized learning packets for your program.
3. Developing audio-visual presentations to teach components of your training program.

Second place choices were the following:

1. Ways to modify materials and techniques for students who learn best through either the auditory or the visual channel.
2. Ways to identify a disadvantaged student in your program. (Probably already covered adequately on Feb. 28th inservice-- after this form was turned in.)
3. Supportive services available to SACC students from special needs team.
4. Ways to analyze student's strengths and/or weaknesses in order to more effectively meet their needs.

Other topics for inservice in which instructors showed interest were:

1. Analyzing learning atmospheres for students with special needs.
2. Ways to alter inappropriate behavior in students presenting discipline problems.
3. Programs geared toward developing a more positive attitude in students about themselves.
4. Procedures to re-evaluate a student who is enrolled in a program that does not appear to be appropriate even with supportive help.

FIGURE 5

EXPLANATION OF NEEDS ASSESSMENT GIVEN TO LOCAL HIGH SCHOOL TEACHERS
SENDING STUDENTS TO THE AREA VOCATIONAL CENTER

A meeting will be held by the SACC H & D staff to explain the program to the Special Education teachers. The student evaluation program as well as the pilot program will be described in detail and questions will be answered. The Needs Assessment Form (attached) will be given out following the explanation of the proposed program. Teachers will be asked to complete the form at the end of the meeting.

The purpose of the form is to give the SACC H & D staff information necessary to develop a program that will meet the needs of each district. The information concerning the number of students (#1 through 5) is intended to be used as an estimate of the enrollment so that an adequate number of staff hours may be scheduled to work with the students.

The questions concerning placement and evaluation (#6 & 7) will help the SACC staff prepare an evaluation plan that will supplement but not duplicate the services provided by the home school.

The final question (#8) will be used to allot time for evaluation of all students in need of service.

It is hoped that the students will all be evaluated before the end of the Spring semester. However, if this is not possible, evaluation will be scheduled during the summer. Since school transportation for the students may not be available in the summer, it will be helpful to know which students will then be scheduled last in the event that it is necessary to have summer evaluations.

FIGURE 6
NEEDS ASSESSMENT

TEACHER _____ CLASS _____ DATE _____

1. How many students are in your class? _____
2. How many of your students are currently enrolled at SACC? _____
3. Do you feel more of your students might attend SACC if supportive services were available from a team trained to assist special needs students? _____
4. How many students from your class do you anticipate enrolling at SACC in Fall, 1976? _____
5. Do you think all of these students will need special/supportive services? If no, approximately how many students will need supportive help? _____
6. Have the students who might attend SACC discussed a specific vocational interest with you? If yes, please list some of these areas.

7. On what basis were the students who are currently attending SACC placed in a SACC training program?
 - _____ (a) Format interest evaluation.
 - _____ (b) Student expressed interest in specific program to teacher/social worker.
 - _____ (c) Parents expressed interest in specific training program.
 - _____ (d) A program was selected by teacher/counselor/social worker because it seemed reasonable for students capabilities.
 - _____ (e) Other (Describe) _____

8. Do you have students who would participate in 3-4 evaluation program described by the SACC staff?

If yes, how many? _____

Is summer scheduling possible? _____

FIGURE 7

MEMORANDUM

TO: SACC TEACHERS
FROM: Cookie Batsche
DATE: September 30, 1976
RE: Needs Assessment

It seems like I've been "assessing your needs" a lot lately. However, I'd like to request some more information from you before the schedules of our staff get too tight. Please respond candidly so we will know how to best serve you and your students. THANKS.

NAME _____

From what you know about your students thusfar, what kind of services do you feel will be most helpful from our staff? Check the services listed below that you feel are important:

- ☐ Individualized tutoring which takes place in my classroom.
- ☐ Individualized tutoring which takes place outside my classroom.
- ☐ Peer tutoring arrangement.
- ☐ More assistance with deaf students.
- ☐ More assistance with physically handicapped students.
- ☐ Consultations with staff from home schools.
- ☐ More background information on student.
- ☐ Specific, practical suggestions to change teaching methods.
- ☐ Vocational guidance.
- ☐ Personal counseling.
- ☐ Evaluation of students interests, aptitudes.
- ☐ Re-evaluation of students interests to obtain more appropriate placement.
- ☐ Extensions of time necessary to complete program.
- ☐ Equipment modification.
- ☐ Large print materials.
- ☐ Media development of materials (such as overheads, slides, tapes, etc.)
- ☐ Assistance with curriculum changes.
- ☐ Other: _____

Please list any students which you have identified as needing extra help which we are not presently serving:

FIGURE 7 (cont'd)

This section of the needs assessment is designed to determine what you want to know more about in order to improve our services/your services to students. We will use this information to plan inservice activities, to hire consultants, and to structure a university course if possible.

- _____ Techniques for students with aggressive behavior.
- _____ Techniques for apathetic students.
- _____ Techniques for poor readers.
- _____ Techniques for students with math difficulty.
- _____ Techniques for students with poor writing skills.
- _____ More information about blind and/or deaf students.
- _____ Techniques to accommodate physical disabilities.
- _____ Sign language classes.
- _____ Services available from learning skills lab staff.
- _____ Professional growth activities.
- _____ Student contracts.
- _____ Diagnosis of learning problems.
- _____ Instructional objectives.
- _____ Realistic behavioral objectives.
- _____ Organization techniques.
- _____ Curriculum modification techniques.
- _____ Other: _____

FIGURE 8

TO: TEACHERS
FROM: Cookie Batsche
DATE: October 18, 1976

Thanks for your input on the recent Needs Assessment. Here are the results. The Special Needs Team and myself will be working to meet these needs as soon as possible. Please speak up if there's something we could do for you/your students that we haven't gotten to yet.

Services Desired From Special Needs Team

1. Individualized tutoring which takes place outside the classroom.
2. More background information on students.
3. Media development of materials.

High Priorities

1. Evaluation of students interest and apptitudes.
2. Re-evaluation of students interest to determine more appropriate placement.

Moderate Priorities

1. Consultations with staff from home schools.
2. Specific, practical suggestions to change teaching method.
3. Peer tutoring arrangements.
4. Individualized tutoring which takes place in the classroom.
5. Vocational guidance.
6. Large print materials.
7. Assistance with curriculum changes.

INSERVICE PRIORITIES

Highest Priorities

1. Techniques for poor readers.
2. Techniques for students with math difficulty.
3. Techniques for students with poor writing skills.
4. Techniques for apathetic students.

High Priorities

1. Techniques for students with aggressive behavior.
2. Diagnosis of learning problems.

Moderate Priorities

1. More information about blind, deaf students.
2. Services available from learning skills lab staff.

FIGURE 9

MEMORANDUM

TO: Bert Michael, Center Director
FROM: Cookie Batsche
DATE: January 26, 1976
Subject: Personnel Proposal

A needs assessment was conducted to determine anticipated enrollment at SACC for the Fall of 1976 Handicapped and Disadvantaged Program. Previous investigation led to the following guidelines:

- 1 teacher for every 100+ disadvantaged students
- 1 teacher for every 35+ handicapped students

These figures are based on area career centers with enrollments of 1200 students. For example, the Calhoun Area Vocational Center in Battle Creek estimates 30% of its 1200 students are classified as disadvantaged. Therefore, they have hired 3 counselors to provide support services to the 330 disadvantaged students.

The CAVC has a population of 100 handicapped students. Three counselors are hired to provide support services to the 100 handicapped students.

The Sauk Area Career Center is similar to the Battle Creek Center in that approximately 300+ SACC students are classified as disadvantaged. It is estimated that 80 handicapped students will attend SACC in the Fall of 1976. Although these figures suggest 5 staff members (i.e. 3 for disadvantaged and 2 for handicapped), it is requested that 4 staff people be considered for Fall 1976 with the possibility of expanding staff in the Fall 1977. A more accurate projection for staff needs in Fall 1977 can be obtained during the implementation year.